DOCUMENT RESUME

ED 330 506 RC 018 052

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TITLE Native American Recipes for the Classroom.
PUB DATE Jan 91
NOTE 29p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *American Indian Culture; *Class Activities; *Cooking Instruction; Cultural Activities; Cultural Education; Elementary Education; Enrichment Activities; *Food
IDENTIFIERS *Native Americans; *Recipes (Food)

ABSTRACT

This collection of recipes is intended to assist teachers in using food in the classroom to enhance the study of Native American people. Several concepts are identified to guide teachers in developing instructional units centering around food as a means of understanding the Native American culture: (1) the impact of physical environment and natural resources on Native Americans in meeting their basic needs of food, clothing, and shelter; (2) the foods used in Native American cultures reflect their geographic location and the particular time in which they live; (3) Native Americans use a diversity of means to meet their need for food; (4) traditional foods help Native Americans maintain the rituals and values of their cultures; (5) the traditional foods of Native Americans change when their cultures come into contact with other cultures; (6) the foods changed when Native Americans were forced to relocate, or when the resources for their basic needs diminished; and (7) technology has created change in the kinds of foods Native American people eat and the ways they prepare and preserve their food. Poems and excerpts from reference books punctuate the collection of over 50 recipes divided into the categories of: beverages; preparing food; preserving food; the three sisters--corn, squash, beans; bread; soups and stews; animals, fish, fowl; desserts; etcetera; and traditional delicacies. A list of substitutes for Native American food is provided, with explanations of traditional measurements, basic condiments, and traditional cooking methods. A sample lesson plan is included for a primary level class. This document has 10 references. (ALL)

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NATIVE AMERICAN RECIPES FOR THE CLASSROOM

As is traditional, foods are acquired with reverence and attention to its importance in the balance of nature. Each animal, fish, or plant has unique qualities and powers, and is considered a relative to all life. When any are eaten, used, or worn, these qualities become part of the person utilizing them. Even utensils, weapons and tools are channels of spirit energy, positive or negative, which can be passed to foods and material goods.

Harmony with nature is always important. Water flows clockwise and one must stir food in a clockwise direction. To flow with nature is survival. To remember that all life, plant and animal, should be regarded with reverence, is survival.

(Williamson & Railsback, 1987)

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January, 1991

RC018052

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This cookbook for teachers is dedicated to **The Circle of Learning**, a early childhood program sponsored by the Denver Indian Center.

The Circle of Learning program is based on the belief that:

The growth of children
and their parents
can be enhanced through
culturally appropriate education
and the building of a positive self-concept
and
fostering of positive parent and child partnerships
and positive communication promotes
strengthened families and healthy environments
for all children.

There isn't a teacher who doesn't recognize the value of using food to enhance social studies instruction. Most, if not all, kids consider planning, cooking, and eating in the classroom to be exciting - and not "real school" at all. And teachers know that foods are central to human ways of life, cultural traditions, and cherished rituals and therefore are sound tools for teaching powerful social studies concepts and generalizations. Food is also a wonderful vehicle for teaching about the physical environment and natural resources, environmental issues, technology, survival, creativity, resourcefulness, and change. The way to a child's heart and head may well be through his or her stomach!!

One problem related to cooking Native American food in the classroom is the tendency for children to think of Indian people as primitive, not recognizing that ways of life are influenced by the surrounding physical environment, available natural resources, and the time in which people live. Foods eaten by some tribes, particularly before contact with Europeans and in the frequently studied discovery and frontier periods are not foods that most children would eat today. Bear, eel, beaver, porcupine, snake, grubs, and certain parts of animals seem strange to contemporary children and would be considered as **"gross", "yucky", or "weird".** We must insure that the students don't also think Indian people are also "gross", "yucky", and "weird", but are vital people able to survive in many environments.

Another problem that teachers encounter is the scarity of authentic ingredients; many ingredients are unavailable to urban teachers or are available only in certain regions. Ingredients from the supermarket don't seem 'authentic" unless, of course, they are put in the context of change and technology. Rabbit, squirrel, buffalo, Navajo tea, elk, moose, deer, and acorns, are common for some children in various parts of the country, but certainly are difficult to obtain in others.

In addition, there is also risk that common foods that are typical of particular tribes or cultural areas, such as wild rice, cranberries, green chilis, or corn become stereotypical in the sense that children believe that they are part of all Native Cultures. Sound social studies instruction will diminish this problem. Another interesting part of this stereotyping is represented by the tasty "Indian Taco" which is becoming to Native People as spaghetti is to Italians, tacos are to Mexican-Americans, and chow mein is to Chinese-Americans. The Indian Taco could be thought of as stereotypical but in another sense it **is** becoming considered a "national dish" or more appropriately a Pan-Indian food - served at powwows and other Indian events. Indian Tacos do represent a need for a unified visibility and a trend toward the diminishing of tribal lines (through inter-tribal marriages, better transportation, increased educational opportunities off the reservations, forced relocation, and the urgency for united political efforts) . These are appropriate subjects for social studies instruction.

As a final thought, teachers must be aware that cooking and serving Native American foods is not a way for children to "be Indians". Being an Indian is a state of being, a birthright, and a heritage and is not to be mimicked or trivialized. Bringing traditional and contemporary Native American foods into the classroom should be a way to understand Indian creativity, respect Indian beliefs, traditions, and ways of life, acknowledge the relationship between the earth and its people, and recognize how change and technology have affected all people.

The following collection of recipes is intended to assist teachers in using food in the classroom to enhance the study of Native American people. The recipes "fit" the concepts and generalizations, the ingredients can be obtained fairly easily (or are used to illustrate certain concepts), the procedures are manageable either inside the classroom or in outdoor settings, and the results likely to be enjoyed by children. The books used as references are cited for further study. In some cases the language or procedures have been simplified.

It is suggested the teachers use the sample lesson plan and the concepts and generalizations that have been identified as guidelines for planning appropriate and significant social studies instruction and cooking and eating experiences that enrich children's understanding of their social, historical, geographic, and economic world.

ENVIRONMENT/RESOURCES

MAJOR CONCEPTS	GENERALIZATIONS
Environment/Resources	The physical environment and natural resources of a region affect how Native Americans meet their basic needs of food, clothing, and shelter. Foods used in Native American cultures reflect their geographic location and the particular time in which they live.

> In ancestral times, Native Americans depended on the richness of the earth to yield many foods. These foods were the colors of the earth - light brown, golden-brown, red-brown, and green. The earth colors in which they grow are echoed in yams, turnips, potatoes, and other roots and tubers. There is the tan of wheat, the gold and browns of corn, the greens of the leafy vegetables...
>
> (Henry, 1983)

THE FAMINE

O, the long and dreary winter!
O, the cold and cruel winter!
Ever thicker, thicker, thicker
Froze the ice on lake and river,
Ever deeper, deeper, deeper
Fell the snow o'er all the landscape,
Fell the covering snow, and drifted
Through the forest, round the village.
Hardly from his buried wigwam
Could the hunter form a passage;
With his mittens and his snow-shoes
Vainly walked he through the forest,
Sought for bird and beast and found none,
Saw no track of deer or rabbit
In the snow beheld no footprints,
In the ghastly, gleaming forest
Fell and could not rise from weakness,
Perished there from cold and hunger.
Longfellow

CULTURE/DIVERSITY

MAJOR CONCEPTS	GENERALIZATIONS
Culture/Diversity	Native Americans use a diversity of means to meet their need for food.
	Traditional foods help Native Americans maintain the rituals and values of their cultures.

> Mother always had a pot cooking on the back of the kitchen stove. The kitchen always smelled delicious, and was the center of all activities. Many people came, and we would dance and chant and tell stories and eat. This was like the old days, when a person could always find a kettle of some kind of food stewing in the middle of the village, easy for everyone to reach. In those days everybody brought their own eating utensils and sat on the ground to eat and tell stories and sing.
>
> (Henry, 1983)

Buffalo Pouch Stew (traditional)

Thoroughly clean buffalo pouch. Punch four small holes through four corners of pouch and fasten pouch to a tripod of four green poles by threading thongs through holes and securing each to one of the four poles.

Build a fire and heat ten fist-sized rocks until very hot. Meanwhile, fill suspended pouch half full of water. Add small pieces of buffalo meat, wild turnips and any other available wild edible roots.

When rock are very hot, pick up one with two forked sticks and place in pouch. Add another stone. Liquid in kettle will boil. Add another stone when needed, removing cooled ones. Cook until meat and vegetables are tender (approximately 45 minutes). First stew inside of pouch is eaten, the pouch itself is consumed.

(Williamson & Railsback, 1987)

CHANGE/ADAPTATION

MAJOR CONCEPTS	GENERALIZATIONS
Adaptation/Change	The traditional foods of Native Americans change when their cultures come in contact with other cultures. When Native Americans were forced to relocate, either because of governmental policies and practices or diminishing resources for their basic needs, their foods changed. Technology has created change in what kinds of foods Native people eat and how they prepare and preserve their food.

> Traditionally, adult Navajos did not consume animal products such as eggs, milk, or milk products. With increased availability, this is changing somewhat. For many Navajos, the first time eggs or milk were regularly served was in the old boarding schools and the endless breakfast is still remembered. It was a very difficult adjustment indeed as the traditional breakfast meal was often meat or stew with fry bread or tortillas.
>
> (Lynch, 1986)

Midge's Navajo Reservation Macaroni and Cheese

Government issued:

- Macaroni
- Cheese
- Powdered milk
- White flour
- Salt

Cook up 3 cups macaroni. In pan, mix up 4 cups milk from the powder and heat. Add about 2 1/2 cups of cheese and stir it up until cheese melts. Mix some white flour with a little water to make paste. Thicken cheese mixture with paste and add drained cook macaroni. Salt. Pour in a dish and bake in oven until it firms up.

(Williamson & Railsback, 1987)

SAMPLE LESSON PLAN

Grade Level: Primary

Basic Concepts: Change and Adaptation

Organizing Generalization: Navajo people live differently now that they did in the past. They have been forced to change old ways; they have learned new things from other cultures; and they have developed some new and improved ways of meeting their needs.

Culture Area: Southwest

Time Period: Pre-European Contact, Post-European Contact

Background: One way to demonstrate how a culture has changed through time as a result of contact with other cultures, the inventiveness of the people, and the effects of technology is by studying their food. The Navajo people have experienced several distinct periods. Contemporary foods of the Navajo include the traditional foods, foods that were adapted from government rations (from the time at Fort Sumner to the present), foods that are now possible because of electricity and refrigeration in homes, new supermarkets located near settlements, and television and transportation bringing the common culture into Navajo homes. All of these influences pervade the Navajo diet and demonstrate, in concrete terms, how cultures change.

Objectives:

Knowledge (Content)
Students will:

1. identify traditional Navajo foods and explain why this was so; and
2. identify contemporary Navajo foods and explain why this is so.

Skills
Students will:

1. work cooperatively to plan, prepare, and serve a Navajo meal; and
2. use the skill of classifying.

Values (Organic)
Students will:

1. appreciate how important traditional food is to all cultures; and
2. understand that Navajo children are likely to eat the same foods as they do now. (American" fast food restaurants now serve the reservation, and fry bread is likely to become the Navajo "Big Mac"!.

Activities:

1. Create a bulletin board that depicts reservation life - geographic location, desert scenes, traditional and contemporary homes, sheep herding, school buses (school lunches), horses, trucks, trading posts, supermarkets and so on.

2. An excellent book for young children is *The Navajo* (Osinski, 1987). This book is written in language that is easily understood and there are excellent photographs. The text emphasizes change, illustrating traditional and contemporary ways. This book should be read by the teacher. Excellent films, filmstrips, and videos are also available. Point out and discuss the three periods; traditional, intermediate, and contemporary.

3. If there is an Indian Center in the area, an Indian speaker or exchange with Indian children should be arranged so that children can be with contemporary Indian children and visit with someone who can talk about old ways.

4. Class discussion and activities should focus on change - the bulletin board could be rearranged to classify old ways and new ways for Navajo people. Children should be encouraged to think of their own traditions and traditional food. Include foods of other cultures that they eat or are new to them.

5. A culminating activity will be a Navajo Taco lunch. On a chart or on another bulletin board, students can identify which parts of the meal are from the traditional economy (turkey and beans), the intermediate economy (white flour, baking powder, dried milk, cheese), and the contemporary economy (lettuce, tomatoes).

Extensions:

1. Make another bulletin board with pictures and recipes of traditional foods that children have brought from home.

2. Investigate the importance of sheep to the Navajo and make a mutton meal.

3. Children should be reading legends and stories of Southwestern Indians.

Evaluation:

Children should be able to distinguish between traditional food and contemporary food and explain why Navajo people still have traditional food and also now have new foods. This can be done with a classifying activity.

a traditional economy	gatherers	seeds, pinon nuts, berries, cacti, small animals, and game
an intermediate economy	agriculturalists animal husbandry government rations	foods above, corn and squash sheep and cattle, white flour and sugar
a contemporary economy	all of the above	foods above with the additional factors of poverty , and technological advances such as refrigeration, transportation, and television

Materials and Resources

Osinski, A. (1987). *The Navajo.* Chicago, IL: Children's Press.

Navajo Taco

FRY BREAD

4 1/2 cups all-purpose flour
1 tablespoon baking powder
2 tablespoons non-fat dry milk powder
1 teaspoon salt
1 1/2 cups warm water
1 cup vegetable oil for frying

1. Combine flour, baking powder, dry milk powder, and salt. Gradually add warm water and mix with dry ingredients to form a soft firm fall. Knead in bowl or on a lightly floured surface until smooth -- about 10 minutes.

2. Separate dough in 8 - 10 small pieces and make circles of dough about 3/8 inches thick. Put a hole into the center.

3. Slip dough rounds into hot fat and fry, turning once, about 2 minutes on each side, until puffy and brown. Drain on a paper towel or in a paper bag. This is great to do in a heavy cast iron skillet over an open fire. Use a long pointed stick to poke into the hole in the bread to turn it or take it out of the skillet. Kids love it!

4. Top warm fried bread with Chili Topping. Garnish each with shredded lettuce, tomatoes, and onion.

CHILI TOPPING

1 1/2 pound of browned ground turkey
1 - 2 tablespoons of chili powder
2 cups cooked beans (canned beans work well)
1 1/2 cup shredded American cheese

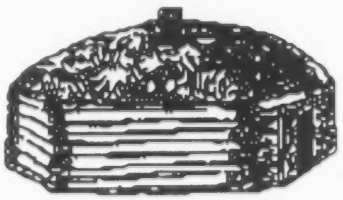
Combine ingredients.

Taken from:

Harvey, K. D., Harjo, L. D. & Jackson, J. K. (1990). Teaching about Native Americans. Washington, D.C.: National Council for the Social Studies.

All I Wanted

All I wanted was bread to turn out like hers just once
brown crust
soft, airy insides
rich and round
that was all.
So I asked her: How many cups?
Ah yaa ah, she said,
tossing flour and salt into a large silver bowl.
I don't measure with cups
I just know by my hands.
Just a little like this is right, see?
You young people always ask
those kind of questions,
she said,
thrusting her arms into the dough
and turning it over and over again.
The table trembles with her movements.
I watch silently and this coffee is good
strong and fresh.
Outside, her son is chopping wood.
his body an intense arc.
The dull rhythm of winter
is the swinging of the axe
and the noise of children squeezing in
with the small sighs of the wind
through the edges of the windows.
She pats and tosses it furiously
shaping balls of warm, soft dough
There, we'll let it rise,
she says, sitting down now.
We drink coffee and there is nothing
like the warm smell of bread rising
on windy, woodchopping afternoons.



LUCY TAPAHONSO

(Lynch, 1986)

SUBSTITUTES FOR NATIVE AMERICAN FOOD

NATIVE FOOD	SUBSTITUTES
acorn meal	corn or cracker meal, break crumbs
apples, crab apples	
beans	
berries; sweet and acid buffalo berries and soapberries	acid: juniper berries, cranberries sweet: currants, blueberries, raisins, elderberries
black hardwood ashes	baking soda, baking powder
burdock leaves, used as vegetables (roots used as medicine)	
cattails	cornmeal, wheat or rye flour
coltsfood leaves	salt
greens	kale, turnip tops, dandelion leaves, watercress, spinach or leaf lettuce
ground-up seeds	cracker-crumbs or breadcrumbs
hazel nuts, pine nuts, pecans, walnuts, peanuts, sunflower and pumpkin seeds	
lambs quarters (a green)	spinach, mustard greens
lard, animal fats (bear, porcupine etc.)	shortening, vegetable oils
potatoes	
pumpkin	
maize - blue, red, or multicolored	yellow corn
maple syrup	brown sugar
milkweed	
saffron	saffron tea leaves
seaweed	salt
small birds' eggs	chicken eggs
squash, various types	
tomatoes	
wild celery	celery
wild garlic	garlic
wild leeks	leeks, onions, scallions
wild mint - Canada mint, spearmint, peppermint	domestic mint can be grown or purchased mint tea is available commercially
wild rice	brown rice
wild turnips	turnips
yams and sweet potatoes	

(Adapted from Henry, 1983; Walker, 1977)

TRADITIONAL MEASUREMENTS

Handful

The quantity obtained by using the hand as a scoop, filling it as full as possible.

Two Fingers or Three Fingers

For measuring dry materials such as baking powder and salt, use the number of fingers called for. Hold the fingers close together and dip into the material and lift out with the fingers and thumb without turning the hand.

One Finger of Fat, Grease, etc.

Use the little finger as a scoop and scoop out as much fat as will stay in the bend of the little finger.

One Cup

About as much dry of liquid material as can be contained in a 10 inch cow horn.

(Walker, 1977)

SOME OTHER ESSENTIALS

Indian Vinegar

Indian vinegar is made from the sap of the sugar maple or birch tree. Also the buds and twigs and sap were allowed to ferment in the sun, then strained through a cloth. There is a fly which usually appear to tell you when the vinegar has fermented. It is called the vinegar fly; what else?

(Walker, 1977)

Wild Mustard

The seeds from the black mustard plant were used by the Indians to season their food. The plants are annuals and grow from four to six feet in height. The flowers are yellow and the seed pods are four-sided. The seeds are dried and pounded to a fine powder, then used as ordinary mustard.

(Walker, 1977)

Lye (for making hominy and soap)

Collect wood ashes until you have a bucket full. Pour into a stone crock or enamel container. Cover with plenty of water and let set until the ashes settle to the bottom and the resulting lye water is strong enough to float an egg. Strain out the ashes and use the lye water to make Hominy or Lye Soap.

(Burress, 1980)

Baking Powder

2 teaspoons Cream of Tartar
1 teaspoon Baking Soda
1 teaspoon Cornstarch

Sift together 7 or 8 times and store in an air tight container. Commercial Baking Powder was introduced about 1845 and was immediately accepted in place of the above.

(Burress, 1980)

TRADITIONAL COOKING METHODS

Hot Stone Cooking

Traditional

The hot stone method is used to boil water and cook food. Traditionally, a hole was dug in the ground and a buffalo hide pegged over the hole to form a kettle. Or in other areas, a water-tight basket, cedar box, or clay pot was used. The kettle , was then filled with water, meat, wild vegetables and greens. Small red-hot stones were dropped into the water to make it boil The cooled stones were replaced with hot stones to keep the water boiling. Some tribes used birch bark containers in a similar manner with the same results.

Contemporary

Dig a hole big enough to hold the necessary equipment for boiling the water and food to be cooked. A piece of plastic can be used, in place of the buffalo hide, to line the hole. Fill with water and place four cold stones of similar size in the bottom. Make a basket out of slender branches and set it in the water on the stones. This basket will hold the hot cooking stones, otherwise they would burn holes in the plastic. Meat and vegetables are placed outside around the basket. As they cool, cooking stones must be replaced with hot stones to keep the water boiling.

(Walker, 1977)

Stone Griddle Cooking

Traditional

Indian griddles were made by polishing a piece of sandstone which had been rubbed with grease and tallow. It probably took weeks to finish making them and they probably were used to cook cornbread, fish and other kinds of meat.

Contemporary

Find a flat piece of sandstone (no other kind will do). Place it on four cornerstones and brush and wash the surface of it until it is perfectly clean. Only sandstone will stand the heat of the fire under it. Other types of stone may explode into small chips and cause injury to the cook.

Make a good steady fire under the stone to get the griddle hot enough to dry out. Be sure to get the griddle dry and clean before using it. Bacon rind may be rubbed into the griddle.

(Walker, 1977)

PIT OVEN

Dig a pit in the ground about one yard across and 10 inches deep. Then build a fire in the pit. When the pit is thoroughly heated, take the hot coals out and place the food (such as Kneeldown Bread) and cover with some fresh leaves and slightly moist dirt, then cover with coals. Build a fire over it. Kneeldown bread takes about one hour. After cooking remove from the pit.

(Lynch, 1986)

Steaming was also done in shallow pits. The pit was filled with hot stones. Food was placed on top of the stones and covered with leaves, woven grass, and rush mats. Water was poured through the stones, steaming the foods.

(Williamson & Railsback, 1987)

Now I am about to eat, O Great Spirit:
Give my thanks to the beasts and the birds
whom you have provided for my hunger
and pray deliver my sorrow that living things
must sacrifice for my comfort and well-being.
Let the feather of corn spring up in its time
and let it not wither but make full grains
for the fires of our cooking pots.
Now I am about to eat.

Indian table grace (Walker, 1977)

BEVERAGES

Mint Tea

Makes 2 quarts

10 large stalks fresh mint, washed
2 quarts water

(Mint tea is available commercially)

Place mint and water in a large saucepan, and bring slowly to a boil. Turn off heat, cover, and let steep for 5 minutes. Strain and serve.

(Sharpe & Underwood, 1973)

Honey Drink

Makes about 1 quart

1 quart water
2/3 cup honey

Place water and honey in a large jar with a close-fitting lid, and shake well to blend ingredients. Chill thoroughly, and serve iced in small glasses.

(Sharpe & Underwood, 1973)

Sassafras Tea

Makes 1 1/2 quarts

4 sassafras roots, each about 2" long
1 1/2 quarts water

(Sassafras tea is available commercially)

Scrub the roots well with a stiff brush, rinse, and scrape away the bark. Place roots and bark scrapings along with the water in a large saucepan. Bring slowly to a boil, reduce heat, and simmer together gently for 15 minutes. Turn off heat, and let tea steep for 10 minutes. Strain and serve.

(Sharpe & Underwood, 1973)

Navajo Tea

Navajo Tea (Cota) is found in the Southwest on grassy plains, mesas, and open woodlands from 4,000 to 7,500 elevation. The yellow flowerheads of the cota are on long, green stalks and the leaves are very long and slender. It can be found from May to October. This plant has been used for "tea" by practically all Indians of the Southwest from ancient times to the present.

To prepare Navajo tea, put a bundle of fresh or dried cota in a pan of water and boil for 5 minutes or until the tea is as strong as you want it.

(Lynch, 1986)

Juniper Tea

Makes 2 quarts

20 tender young springs of juniper, washed.
2 quarts water

Place the sprigs and water in a large saucepan, bring to boil, cover, reduce heat, and let simmer gently for 15 minutes. Turn heat off and let tea steep for 10 minutes. Strain and serve. Sweeten if desired.

(Sharpe & Underwood, 1973)

Grape or Wild Plum Juice

Remove fruit from stem and wash. Put in a pan and add enough water to cover the fruit. Cook until fruit is soft. Mash fruit and strain through thin cloth. Add sugar or honey to your taste.

(Burress, 1980)

PREPARING FOOD

Green Chilis (the easy way)

Cover oven rack with aluminum foil.
Wash fresh green chili. Prick with fork on both sides. Place chilis on oven rack and place rack in oven in lower broiler position. Broil until chili is blistered on one side, turn chilis over and broil until blisters form on other side. Remove from oven and cool. Roasted chili freezes well and can be stored in freezer for one year without losing freshness. Place cooled roasted chilis in plastic bags, getting as much air out of bags as possible, and tie well. When needed, remove from freezer, and defrost in bags or under lukewarm water. Then peel, remove seeds and stems, and use. Chilis can be roasted more authentically over an open fire or coals in pit that has been covered with a grill or screen.

(Hesse, 1973)

Hominy

Traditional

Boil dried corn in lye water until the skins begin to slip off. Drain of lye water and wash 2 or 3 times, rubbing off the skins. Hominy is now ready to use.

(Burress, 1980)

Contemporary

2 tablespoons baking soda
1 quart of dried corn
2 quarts cold water

Dissolve soda in the water and soak corn over night. In the morning bring to a rolling boil, reduce heat, and simmer. Add water if necessary to keep corn covered until hulls rub easily off kernels. This takes about 3 hours. Strain off corn and rinse thoroughly; then rub off hulls between the palms of the hands. Cover with cold water and cook slowly until tender - about 4 hours.

PRESERVING FOOD

Foods were usually preserved by drying, parching, and freezing. The following recipes are useful in understanding how resourceful Native people were and to illustrate how technology has changed our lives in so many ways.

Leather Britches

Makes 4-6 servings

1 pound green beans, washed
2 quarts water
1/4 salt pork diced (or bacon)
2 teaspoons salt
1/8 teaspoon fresh ground pepper

Snap the ends off the beans and string on heavy thread. Hang in a sunny place to dry for two months. When you are ready to cook the beans, soak them for 1 hour in the two quarts of water. Add the salt pork, salt and pepper, and bring to a boil Reduce heat and simmer very slowly, stirring occasionally, for 3 hours. Add additional water, if necessary. Serve hot, with lots of broth, as a vegetable. Corn bread is good to "sop" up the liquid.

(Sharpe & Underwood, 1973)

Meat Jerky

Traditional

Lean venison, lamb, mutton, or beef can be used. Be sure to use only lean meat without any fat. Slice meat into thin, 1/4 inch slices. Salt moderately well on both sides. Hand meat on line in full sun to dry. Turn from side to side frequently. As sun starts to go down, bring meat indoors to hang in dry place. Return outdoors the next day in full sun. Depending on climate and humidity, meat will dry in a few to several days. Store in dry place in covered container. Jerky can be eaten as is or used in stews.

(Hesse, 1973)

Contemporary
3 - 5 pounds of any meat
Liquid Smoke, if desired

Trim fat from meat and cut into strips about 1/8 inch thick - long or short as you prefer. Hang the meat on wire rack in a baking pan. Put the meat into preheated oven at 160 - 175 degrees and leave until it is crisp and stiff. If there is any doubt that the jerky is done, turn off heat and leave the meat in overnight. Brushing oven-dried meat with liquid smoke gives it an outdoor touch.

(Burress, 1980)

Pemmican

Pemmican is such a concentrated food that it was a staple among the Plains Indians, particularly for use on long journeys. Jerky is pounded until it is powder dry. Melted fat and dried berries or maple syrup are then pounded into it to make a sweet paste. Roll into balls in palm of hand. As the fat cools it becomes solid.

(Burress, 1980)

Dried Green Chili

Roast fresh green chili according to previous directions. When chili is cool, peel, remove stem and seeds. Mash chili into a pulp and form into flat pancake-shaped cakes. Dry outdoors in full sun. Turn often and carefully with spatula to get both sides dried. Bring indoors when the sun starts to go down. This takes two days or more, depending on climate. Store in covered container until ready to use. When needed: Pour boiling water over dried chili and let stand until chili becomes plump and soft. Use at once as flavoring when cooking vegetables or meat.

(Hesse, 1973)

Dried Corn

Gather corn in the roasting ear stage. Leaving the shuck on, boil about 10 minutes. When cool, pull back the shucks, leaving them attached to the ear. Hang up by the shucks until the kernels of corn dry out (about 2 weeks). Shell off and store in bags.

(Burress, 1980)

Dried Pumpkins and Apples

Wash pumpkin or apples well. Remove seeds or core. Cut into rings, dropping each piece into salt water while preparing. String these rings on a pole or string. Place strings in hot sun or in a dry, well ventilated place for 3 - 4 days. They will dry and wrinkle. Pumpkin will rattle when hit together. Boil and sweeten to taste or use in pies.

(Burress, 1980)

Berry Bricks

Gather berries in season, blackberries, wild strawberries, huckleberries etc. Mash berries together. Pour into a greased, rectangular wooden form to two inches thick and set in sun to dry. This takes seven days or longer, depending on temperature. Remove dried berry brick and store in dry place for later use.

(Williamson & Railsback, 1987)

THE THREE SISTERS

Corn, Squash, Beans

Corn, squash, and beans are known as the Three Sisters. These foods are prominent in Native American religion and ritual, legend, music, dance, and art, and have been a part of the ebb and flow of daily life throughout generations.

There are many varieties of corn with red, blue, pink, black, white, and yellow kernels. Some kernels have bands, spots, or stripes. Corn plays an important part in the religious life of many Indian tribes. White or yellow cornmeal can be substituted for blue cornmeal in any recipe. However, Navajo people believe the flavor of blue corn is superior to that of white or yellow corn and is considered more nutritious than other colors.

Baked Pumpkin

Makes 6 - 8 servings

1 small pumpkin
2 tablespoons apple cider
2 tablespoons honey
2 tablespoons melted butter or margarine
1 teaspoon cinnamon (optional)

Wash the pumpkin well, place on a pie pan, and bake in a moderate oven, 350 degrees for 1 1/2 hours. Remove from the oven and cut a hole in the top of the pumpkin about 3" to 4" in diameter. Scoop out pulp and seeds. Mix together the honey, cider, cinnamon, and melted butter or margarine. Pour the mixture over the inside and outside of the pumpkin. Replace top, return to oven and continue to bake for 35 - 40 minutes longer, basting occasionally. Serve whole, scooping out individual portions or cut into wedges as you would a melon. Spoon a little of the cider mixture over each serving.

(Sharpe & Underwood, 1973)

Pumpkin and Corn Dessert

1 small, ripe pumpkin
2 ears corn
1/2 cup whole wheat flour
Sugar or honey to taste

Peel, seed, and slice pumpkin. Cover with water and cook until tender. Shell corn from cob and place kernels on pie tin in 350 degree over and bake for 15 minutes. Add corn to pumpkin. Add flour, stirring continuously until mixture thickens. Do this over low heat. Add sugar or honey to taste. Serve hot.

(Hesse, 1973)

Baked Summer Squash

2 or 3 large summer squashes
2 tablespoons butter, melted
3 teaspoons lemon juice
1 teaspoon paprika
1/2 cup milk
salt to taste
small amount of cracker or bread crumbs

Cut squash into strips, lengthwise and place in a greased baking dish. Add lemon-butter mixture and milk. Sprinkle squash with paprika and salt. Bake until tender about 1/2 hour). Add a sprinkling of cracker or bread crumbs. Can also be prepared in foil.

(Henry, 1983)

Cherokee Bean Balls

Makes 8 servings

2 cups brown beans
4 cups cornmeal
1/2 cup flour
1 teaspoon soda

Boil beans in plain water until tender. Put cornmeal, flour, and soda in large mixing bowl. Mix well. Add boiling beans and some of the juice to the cornmeal mixture to form a stiff dough. Roll into balls and drop in pot of boiling hot water. Let cook for 30 minutes at slow boil.

(Sharpe & Underwood, 1973)

Blue Corn Mush

1 cup juniper ash prepared with 1 cup of boiling water
3 cups boiling water
4 cups blue cornmeal

Mix 1 cup juniper ash with 1 cup boiling water. Put 3 cups of water in a pot and boil. Strain ashes into water and stir. Add 4 cups of blue cornmeal and stir. Boil for 30 minutes, stirring constantly. Take off heat and stir.

(Lynch, 1986)

Corn and Pumpkin Stew

3 ears corn
1 medium green (unripe) pumpkin
1 cup water
salt

Shell corn from cob and mash into a pulp. Peel and seed pumpkin and cut into small pieces. Add water and simmer until pumpkin is soft. Serve hot.

(Hesse, 1973)

Succotash

4 - 6 strips bacon
1/4 cup green pepper
2 cups corn
1 chopped onion
2 cups lima beans

Fry the bacon and when done add the onion and green peppers. When the onion is golden brown, add the cooked lima beans and cooked corn. Cover and simmer about 10 minutes. Add salt and pepper.

(Burress, 1980)

Succotash

1 cup chopped onion
2 chopped tomatoes
1/2 teaspoon chili powder
1 1/2 cups dried corn, cooked
1 1/2 cups cooked lima beans
1/2 cup sunflower seeds

Combine ingredients and heat through.

(Williamson & Railsback, 1987)

Fried Hominy

Makes 6 - 8 servings

6 strips bacon cut into pieces
salt and pepper
2 pounds drained hominy
2 green onions with tops and sliced thin

Fry the bacon in a large, heavy skillet until brown and crisp. Stir in hominy and salt, stirring, for 5 minutes. Add pepper and onions, stirring for 5 minutes more.

(Sharpe & Underwood, 1973)

Backbone Hominy Stew

10 pieces of backbone of mutton
1 large pot of boiling water
2 cups dry roasted corn

Cut up 10 pieces of backbone of mutton for stew. Put water in a large pot and boil. Add the 10 pieces of backbone of mutton and 2 cups dry roasted corn and boil for 8 hours. Add 1 cup of water every hour until meat is tender.

BREAD

Kneeldown Bread

5 ears corn with husks (take off the silk)

Traditional

Carefully remove husks from corn, dampen with water and set aside. Scrape kernels from cob. Grind corn kernels to a pulp on a metate. Make a layer of corn husks and place corn pulp on top. Cover with more husks and form into a package. Place this package in hot ashes with some hot coals on top (See instructions for Pit Oven). Cook for 1 hour. This is known as "kneeldown bread" because you kneel down when grinding the corn.

Contemporary

Husk 5 ears of corn. Scrape kernels from the cob and mash kernels to a pulp with a wooden pounder. 2 well beaten eggs can be added to corn pulp to make it hold together better. Shape pulp into a loaf and place on aluminum foil; then wrap into a package. Place in 350 degree oven for 1 hour. Or place under hot ashes with hot coals on top. Chopped, seeded, and peeled green chili, onion, and/or chopped tomatoes can be added to corn pulp.

(Hesse, 1973)

Corn Bread

1 cup cornmeal
1/2 teaspoon baking soda
1 cup sour milk
1 teaspoon salt
2 tablespoon melted fat
1 egg

Mix dry ingredients together, then add liquids and egg. Pour into a greased pan or heavy iron skillet. Bake at 450 degrees for 25 - 30 minutes or until brown.

(Burress, 1980)

Indian Twist Bread

To make the dough, take a handful of flour for each twist you are going to make. Add two fingers of salt and three fingers of baking powder. Add one finger of lard.

Mix the dry ingredients on a piece of bark, or something, then work in the lard. Make a hollow in the mixture and add water or milk until you have a stiff dough. Flour your hands and shape the dough into long strips about 3/4 inch thick and 12 inches long. Prepare short pieces of green saplings about 1 inch in diameter, by removing the green bark.

The long strings of dough are wrapped around the saplings leaving enough space between the spirals so that heat can reach through the dough, and also to give the dough enough space to rise. Place the sticks close to the coals of the campfire and allow to cook turning the sticks once in a while to bake the dough evenly.

(Walker, 1977)

Bean Bread

2 cups cornmeal
1 teaspoon baking powder
2 cups cooked brown beans, drained
1 teaspoon salt
2 eggs
1 1/2 cups milk

Mix together dry ingredients, then add eggs and milk. Stir in drained beans. Pour in greased pan or iron skillet. Bake at 450 degrees, 20 - 25 minutes or until brown.

(Burress, 1980)

Soups and Stews

Green Chili Stew

2 pounds of pork, mutton, lamb or beef, cut in small pieces.
2 ears of corn with kernels scraped from cob.
2 stalks celery, without leaves, diced
2 medium potatoes, peeled and diced
2 medium tomatoes, diced
5 roasted green chilis, peeled, seeded, and diced

In large pot, put in enough cooking oil to prevent meat from sticking. Add meat and cook until meat is lightly browned. Add rest of ingredients. Add water to cover all. Cover pot and simmer for 1 hour or until done.

(Hesse, 1973)

Peanut Soup

1/2 pound dry roasted peanuts
(can use chunky peanut butter)
2 cups chicken broth (can use bouillon cubes)
1 tablespoon chopped chives
2 cups milk

Chop nuts fine and put all ingredients in a large sauce pan and heat. Stirring all the time for 5 - 15 minutes. Serve hot. A rich soup.

(Burress, 1980)

Indian Rock Soup

3 or 4 smooth clean rocks about the size of medium potatoes
1 large onion, diced
3 large tomatoes, diced
3 carrots cut up
1 tablespoon butter
1 cup hominy corn
1 stalk celery, cut up
salt and pepper

Place rocks into a 3 quart kettle and cover with water. Bring water to a boil and add all other ingredients. Boil until vegetables are all done. Take rocks out of kettle and wash and save for future use. Makes a delicious and economical dish.

(Walker, 1977)

My Favorite Soup to Use With Kids (an easy, economical adaptation)
Or Maize Soup (very contemporary!)

2 cans kidney beans
1 can hominy
1 can corn
2 bay leaves
1 large sliced onion
1 can tomatoes (optional)
1 small can chopped green chilis (optional)
several slices of bacon (optional)

Put all ingredients in a large kettle and put it on the fire. You will need some time to cook the onion and/or to let the bacon flavor the stew. Serve with fry bread or Indian Twist Bread.

ANIMALS, FISH, FOWL

Mutton Stew

4 cups diced mutton
6 - 8 cups water
Vegetables
Spices

To make mutton stew any part of the meat can be used. The backbone, neck, or the hind leg are often put in the stew. Sometimes bones are cut in half and added. The meat is put into a pot of water and boiled for at least 30 minutes. Then the vegetables can be added. Potatoes, carrots, onions, celery, and any other vegetables should be cut up. Other spices can be added to taste. The stew should then simmer until the vegetables are done.

(Lynch, 1986)

Lamb Loaf

2 cups cooked lamb, diced
1 1/2 cups drained stewed tomatoes
1 cup white bread, diced
1/2 medium onion, chopped
salt and pepper

In food grinder, grind lamb and put into a bowl. Add remaining ingredients and salt and pepper to taste. Mix well. Form into a loaf and put into lightly greased baking pan. Bake in 350 degree oven for 40 minutes.

(Hesse, 1973)

Baked Meat Pies

2 cups flour
1 tablespoon shortening
2 teaspoon baking powder
1 teaspoon salt
1 cup milk

DOUGH: Mix dry ingredients together. Cut in shortening. Add milk and make soft dough.
FILLING: 1 1/2 pounds of coarsely ground meat and 1/4 pound suet or sausage. Salt and pepper. Saute meat.

Roll dough into six inch circles. Place meat on one half, fold and crimp edges. Bake in well-greased pan at 350 degrees about 20 -25 minutes. Wrap in cloth to keep hot.

(Burress, 1980)

Poached Fish/Salmon (contemporary)

5 pounds fresh salmon, cleaned with head and tail removed
2 onions, chopped
2 celery stalks
2 carrots, scraped
salt
2 bay leaves

Put fish in a large roasting pan. Put half of the chopped onions in the inside of the fish and the remainder around the fish. Place celery and carrots on fish. Add bay and salt, plus enough water to cover fish. Bake at 400 degrees for 15 minutes, then 350 degrees, covered, for 30 minutes.

(Williamson & Railsback, 1987)

Fried Fish

2 pounds small cleaned fish
1 1/2 teaspoons salt
Pepper
Fat or oil for frying
1/4 cup milk
1/2 cup flour
1/4 cup cornmeal

Clean and dry fish. Add salt and pepper to milk. Mix flour and cornmeal. Dip fish in milk and roll in flour. Fry in hot fat for 4 -5 minutes or until brown on one side. Turn carefully and fry 4 - 5 minutes longer until other side is brown and fish flakes easily when tested with a fork. Drain on paper.

(Sharpe & Underwood, 1973)

Buffalo Steaks

Broil steaks on grill about 3 inches from coals. Season with salt and pepper.

Venison-Wild Rice Stew

3 1/2 pounds of venison, cubed
1 1/2 teaspoon salt
2 1/2 quarts water
Handful of small, wild onions
1 1/2 cups wild rice, rinsed in cold water

Put venison, salt, wild onion, and water in large pot. Simmer 1 1/2 hours. Add wild rice and simmer 1 1/2 hours longer.

(Williamson & Railsback, 1987)

Elk Stew (Contemporary)

4 pieces bacon, halved
1 1/2 pound cubed elk meat
1 quart water
1 onion, diced
2 bay leaves
3 potatoes diced
2 carrots, sliced
salt

Brown meat with bacon. Add water, onion, salt, and bay leaves. Cover and simmer 1 1/2 hours. Add potatoes and carrots and cook 30 minutes longer.

(Williamson & Railsback, 1987)

Stewed Chicken

Clean whole chicken and put into a large kettle and cover with water. Cook until chicken begins to fall off of the bones, adding water if necessary while cooking. Lift chicken out and cool to touch. Remove all bone and return meat to broth. Add 2 cups of one of more of the following; rice, noodles, onion, celery, or carrots and continue cooking until done. Season with salt and pepper.

Broiled Duck (or any other fowl)

3 wild ducks, cleaned
Scant handful of sea salt

Rub ducks with salt, inside and out. Roast on green willow stick over open fire. Serve crackling crisp.

(Williamson & Railsback, 1987)

Roast Turkey, Goose, or Duck

Rub cleaned turkey with 1/4 cup of butter. Salt and pepper well. Stuff with dressing. Bake at 350 degrees about 20 - 25 minutes per pound. Let set for one hour for easy slicing. Turkey can also be cooked on a spit outside or baked in foil in coals.

(Burress, 1980)

DESSERTS

Choke Cherry Pudding

2 quarts choke cherries
or
2 cans blueberries
Cornstarch and water
Sugar

Put fruit in kettle, cover with water, bring to boil. When it comes to a good boil, mix cornstarch and water to thicken. Add sugar to taste.

(Walker, 1977)

Sweet Corn Pudding

12 ears corn
1 tablespoon sugar
1 quart rich milk
2 tablespoon flour
1 tablespoon butter or margarine
3 eggs

Grate the corn and mix into milk, rubbing well to get hulls free. Rub through fine sieve to get rid of hulls. Work the flour and butter to a cream, beat in the sugar and well-beaten yolks. Add beaten whites, add all to the corn and milk mixture. Salt to taste. Bake.

(Walker, 1977)

Wojapi

Traditional
1 cup fruit
1 cup water
Sugar to taste
Flour as needed

Heat fruit and water to boiling. Add sugar to taste. Gradually blend in flour as needed, stirring constantly until thickened. Serve with Fry Bread.

Contemporary
Canned pie filling.

ETCETERA

Candy

1 1/2 cups of fresh peanuts, shelled
1 cup maple sugar
2 tablespoons butter

Combine all ingredients in small saucepan over low heat. Stir constantly until mixture is thick - about 3 minutes. Mixture should be firm. If not, add more nuts. Drop by wooden spoonfuls onto aluminum foil. Let cool. Makes six clusters if you use a big spoon, eight to ten with a small spoon.

(Henry, 1983)

Corn Cob Jelly

Take 12 red corn cobs and place in 3 pints of water and boil for half an hour. Take off the stove and strain the liquid. You may need to add more water to make 3 cups of liquid. Add a small package of fruit pectin. Bring the liquid to a brisk boil before adding 3 cups of sugar. Boil for 2 or 3 minutes until the mixture has jellied. Makes a red jelly and tastes something like apple jelly.

(Sharpe & Underwood, 1973)

Greens

Gather a dishpan of young tender leaves in spring (dandelion, wild mustard, watercress, or leaf lettuce). Wash well. Put in saucepan and cover with water. Boil 20 minutes. Drain and fry in bacon grease about 15 minutes. A small amount of wild onions may be added for flavor. Serve hot with vinegar.

(Burress, 1980)

TRADITIONAL DELICACIES

These are not realistic recipes for classroom cooking, but they are authentic Native American foods. How could you use these recipes in your social studies classes? How might children inquire and learn from them? Some questions for inquiry might include: What tribes might have eaten these foods? How could students find out? Why do we think these are unusual foods? Do we eat foods today that might seem unusual to others? Did our grandparents eat foods that we don't eat any more? What makes a recipe seem unappealing to us?

Yellowjacket Soup

Secure a entire nest of ground-dwelling yellow jackets when it is full of grubs. Loosen all the uncovered grubs by heating and remove them. Heat the nest with the remaining grubs over a fire until the thin paper-like covering parches. Pick out the yellowjackets and brown them over the fire. Cook the browned yellowjackets in boiling water to make soup and season to taste.

(Sharpe & Underwood, 1973)

Rattlesnake (contemporary)

Cut off the head and bury it. Slit skin to two inches below wound and peel back. Tie cord or heavy string around area where skin has been peeled back. Hang snake by string, leaving both hands free to remove skin. With sharp knife, loosen skin from flesh as you work skin down along the body. Once skin has been removed, slit the belly open and remove intestines. Rinse snake in salted water. Cut into serving sized pieces. May be coated with flour and fried as you would chicken, or thrown into the stew or soup kettle

(Williamson & Railsback, 1987)

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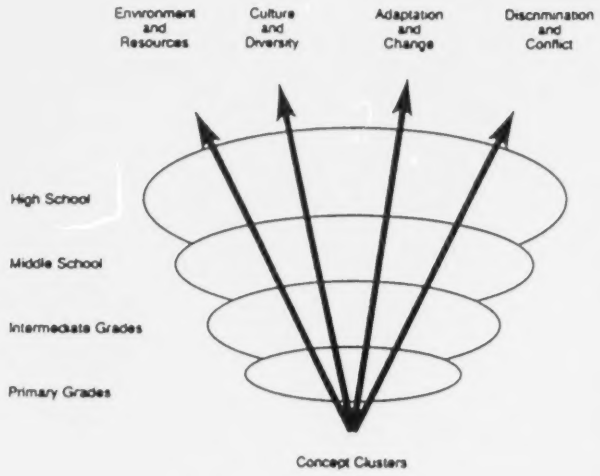
Books in **bold face** are highly recommended as reference books and are more likely to be readily obtained for the classroom.

The Little House Cookbook is a fascinating book to use to compare typical foods and food preparation methods of the Native people (Indians) of North American and the immigrant people (pioneers, settlers) during this frontier time.

RESOURCES



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